

# PROGRAM OVERVIEW

## GOALS AND OBJECTIVES

The Workforce Investment Act specifies that Youth Opportunity grants are to be used to increase the long-term employment of youth that live in empowerment zones, enterprise communities, and high-poverty areas. To achieve this goal, Youth Opportunity Grants concentrate a large amount of resources in high-poverty areas to bring about community-wide impacts on:

- employment rates
- high school completion rates
- college enrollment rates.

## CORE PRINCIPLES

The Department of Labor is committed to ensuring that several core principles underlie an effective youth strategy. These principles include:

- providing comprehensive services;
- ensuring the participation of caring adults;
- a commitment to excellence;
- guaranteeing long-term follow-up to all youth participants;
- instilling in youth a sense of personal responsibility and accountability for their actions.

These core principles must be present in all Youth Opportunity Grant initiatives. These principles are quite similar to the effective practices common to successful youth programs identified by the Promising and

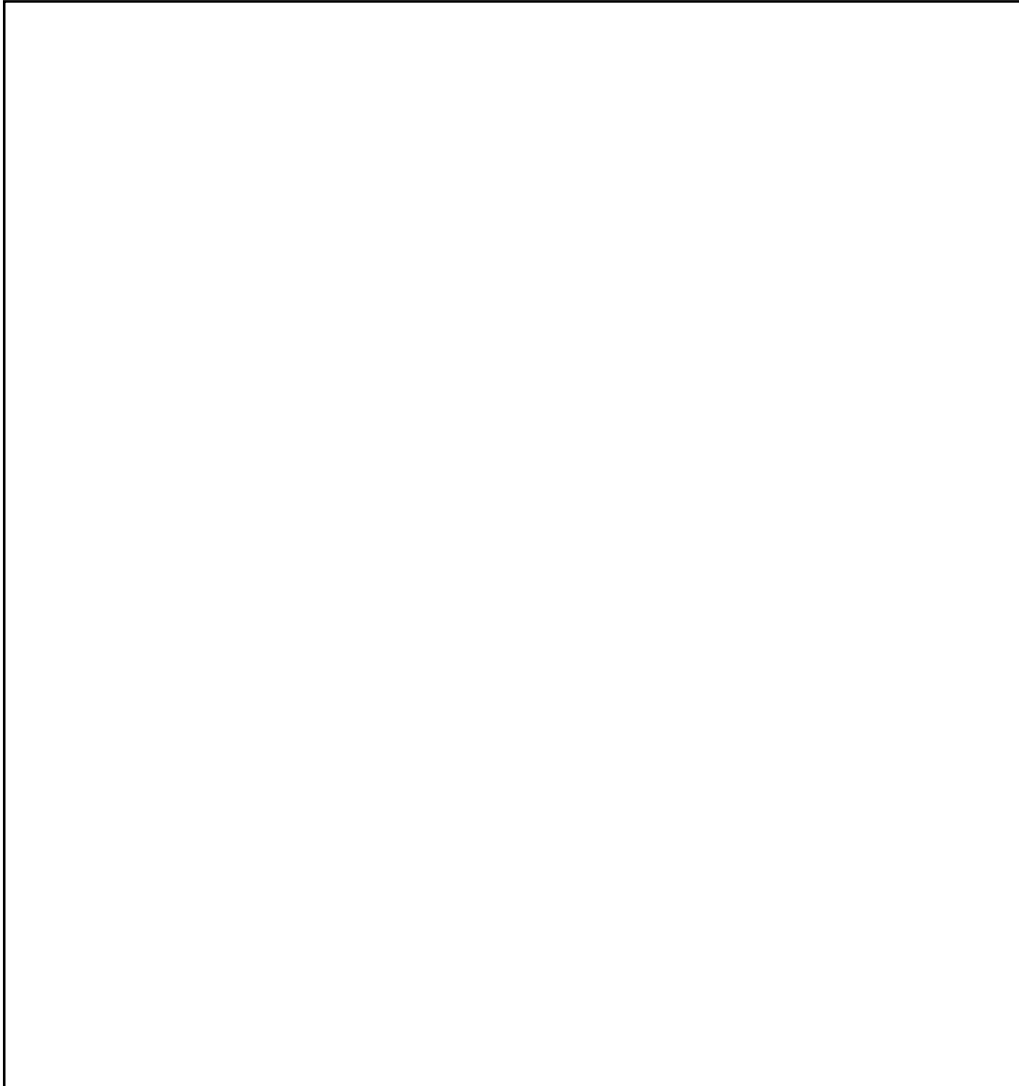
Effective Practices Network (PEPNet). Information from PEPNet can be obtained from the National Youth Employment Coalition at 202-659-1064 ([nyec@nyec.org](mailto:nyec@nyec.org)). Eventually, we would like to see all Youth Opportunity Grantees go through the self-assessment process to apply for PEPNet awards.

## YOUTH OPPORTUNITY MOVEMENT

The Department of Labor views these grants as part of a larger Youth Opportunity Movement– a national partnership with the private sector and foundations to invest in young people. The Department welcomes partners in this effort, including representatives from business, national and local foundations, and the entertainment and sports communities. Over the past year, over 30 corporations, 12 foundations, and 25 celebrities have made commitments to joining this initiative. More information is available on the web site : [www.yomovement.org](http://www.yomovement.org).

## TRAINING INSTITUTE

DOL and national foundations are also developing a Training Institute to complement Youth Opportunity Grants. This Institute will provide ongoing training to local project coordinators and staff in areas such as program management, developing community partnerships, employer engagement, and staff development. The Institute will provide training through a combination of classroom instruction, job shadowing of experienced program directors, and virtual learning.



# PROGRAM REQUIREMENTS

## ELIGIBLE PARTICIPANTS

Youth residing in the target community are eligible to be served by these grants regardless of family income. Youth must simply be between the ages of 14 and 21 at enrollment, reside in the target area, be legal U.S. residents, and males ages 18 and above must be registered as required under the Selective Service Act.

Do not ask for any proof of low-income status at enrollment for this program. The whole purpose of not having eligibility based on family income is to avoid attaching any stigma to this program. If you wish to later co-enroll youth in another program, you can ask for income documentation at that time.

Alternative sources of funds must be used to serve youth living outside the target area. In designing this initiative, we chose to target based on geographic area rather than on family income of participants. The rationale is that geographic targeting is much less intrusive and stigmatizing than requiring youth to show that they come from a poor family.

Services can be provided in schools outside the target area, as long as the services are aimed at youth that reside in the target area. Alternative funds must be used to serve students residing outside the target area. You can use dropout prevention and college bound programs aimed at individual youth, such as the Futures and Quantum Opportunity Programs described in this handbook. You will need school district cooperation to identify the students from each school who come from your target area.

## YOUTH OPPORTUNITY COMMUNITYCENTER

All sites must have one or more Youth Opportunity Community Centers in their target area. These centers must be:

- tied into One-Stop Centers serving the target area—either co-located at a One-Stop Center or as a satellite of a full One-Stop Center;
- located in a place accessible to youth;
- attractive, clean, and safe for youth;
- a place where youth can meet with youth development specialists and outreach workers;
- a place where youth receive training in basic employability skills, and access to program information and referrals to the Job Corps and other educational and social service agencies;
- able to offer a variety of youth development activities, including sports and recreation programs.

## CORE STAFF

Youth Opportunity program staff must be of a size sufficient to handle the demand for services. Sites with grants of \$7 million a year must have a core staff of 40 to 50 youth development specialists and job developers, as well as 5 to 10 additional outreach workers actively recruiting youth into the program. Sites with \$11 million grants must have 60 to 70 youth development specialists and at least 10 outreach workers. Sites with \$4 million grants must have 30 to 40 youth development specialists and at least 5 outreach workers.

Sites must hold steady the amount of grant funds for core staff throughout the five years of the grant, even though the overall grant funding will decline over time.

## PROGRAM ELEMENTS

20 CFR 664.410 lists ten elements that should be included in all local workforce investment area youth programs. These ten program elements can be grouped around four broad themes:

(1) preparation for and success in employment (including summer jobs, paid and unpaid work experience, and occupational skills training);

(2) improving educational achievement (including such elements as tutoring, study skills training, instruction leading to a high school diploma, alternative schools and dropout prevention);

(3) supports for youth (including meeting supportive service needs, providing mentoring and follow-up activities); and

(4) services to develop the potential of youth as citizens and leaders (the concept of leadership and youth development).

Youth Opportunity programs should incorporate preparation for employment and/or post-secondary education; linkages between academic and occupational learning; and connections to intermediaries for job development assistance. We are particularly interested in teaching methods which put learning in a real-world context.

## YOUTH DEVELOPMENT

Leadership development, citizenship, community service, and recreation activities are all specifically authorized in the Youth Opportunity section of the WIA legislation. DOL expects that all sites will:

- place great emphasis on having youth participate in community service;
- provide youth with a chance to be involved in program design decisions;
- have youth sign agreements specifying the mutual responsibilities of program participants and program staff;
- offer comprehensive sports and cultural programs;
- encourage youth to take responsibility for their own actions;
- offer conflict resolution classes;
- encourage youth to be good citizens, including having them register to vote and be aware of local and national issues;
- offer youth a chance to participate in a variety of events, including camping trips, visits to college campuses, skating parties, ski trips, dances, and trips to movies and cultural events.

Other sections of this handbook offer more detailed suggestions in these various areas of youth development.

## SERVICES TO YOUTH WITH DISABILITIES

Grantees must ensure that all parts of their projects are inclusive of youth with disabilities, including physical and programmatic access and extensive and targeted outreach, to ensure that all eligible disabled youth are served under these initiatives.

As part of their implementation plan, sites must specify how they will provide outreach services to recruit youth with disabilities and how they will guarantee access to program services to youth with disabilities.

## INTENSIVE PLACEMENT AND FOLLOW-UP SERVICES

As required under the WIA youth formula-funded program, intensive placement and follow-up services must be provided to every youth enrolled in the program. The Youth Opportunity Grant section of the legislation goes further in requiring that every youth must receive follow-up services for a minimum of 24-months.

## SAFE AND HEALTHY WORK ENVIRONMENTS

Grantees must ensure that young workers placed by their programs receive on-the-job occupational safety and health training, and that employers guarantee that jobs provided are in compliance with all appropriate State and Federal labor standards, including child labor.

## PERFORMANCE STANDARDS

The Department of Labor will be negotiating performance standards for each grantee. For 14-18 year-olds, these performance standards will include the number of first-year enrollees who will:

- attain basic skills, work readiness skills, and occupational skills;
- attain high school diplomas or GEDs;
- be placed and retained in post-secondary education, employment, the military, or apprenticeships.

For 19-21 year-olds, the performance standards will include the number of first-year enrollees who will:

- enter unsubsidized employment,
- enter education or training programs,

- join the military,
- be retained in employment for six months, one year, and two years and the earnings of these youth six months, one year, and two years after placement.

Grantees must implement management information systems to track enrollment, program activity, and follow-up data as required by DOL.

## COMMUNITY INVOLVEMENT

DOL expects that all grantees will have extensive involvement of parents and community residents in Youth Opportunity programs. Examples of ways to encourage such involvement include:

- Having a community advisory board, including subcommittees in which parents and community residents are responsible for developing specific components of the program, such as cultural activities.
- Having parents and other community residents serve as coaches, managers, umpires, and referees in sports leagues started for target area youth.
- Offering parents and community residents a chance to serve as instructors and chaperones for dance troupes, choral groups, or music bands started for target area youth.
- Sponsoring occasional dinners or award events for parents.



# OUT-OF-SCHOOL YOUTH PROGRAM

DOL expects that most of your case managers, outreach workers, and job developers will be working with out-of-school youth. Plan to offer a variety of program offerings to meet the needs of a diverse population of out-of-school youth. Some youth will be ready for immediate job placement in the private sector; others will need placement in alternative schools, GED classes, or vocational training; and still others may require work experience in a YouthBuild program or conservation corps before private sector placement.

All youth are eligible for services, but we want you to make special efforts to attract youth most in need of assistance. How you market your program will determine who you enroll. If you advertise only in want-ads of the newspaper, you will attract youth who are ready to make a change in their lives. You can use the want-ads, but also use outreach workers, incentives, and sports and recreation programs to attract youth who are just hanging out in the street. The Chicago Youth Opportunity pilot site, for example, pays youth \$50 for each recruit they bring into the program who completes the one-week job readiness program, as well as \$100 to each job readiness completer.

For urban and most rural grantees, placing and retaining youth in private sector jobs will be the major focus of your out-of-school youth program. Most youth will require a one to three-week job readiness course before being placed in a job. Many youth will need basic skills training, but try to have either a concentrated full-time GED program or dual placement in a job and a part-time GED program. Avoid having youth placed in a long-term part-time GED program with no job placement.

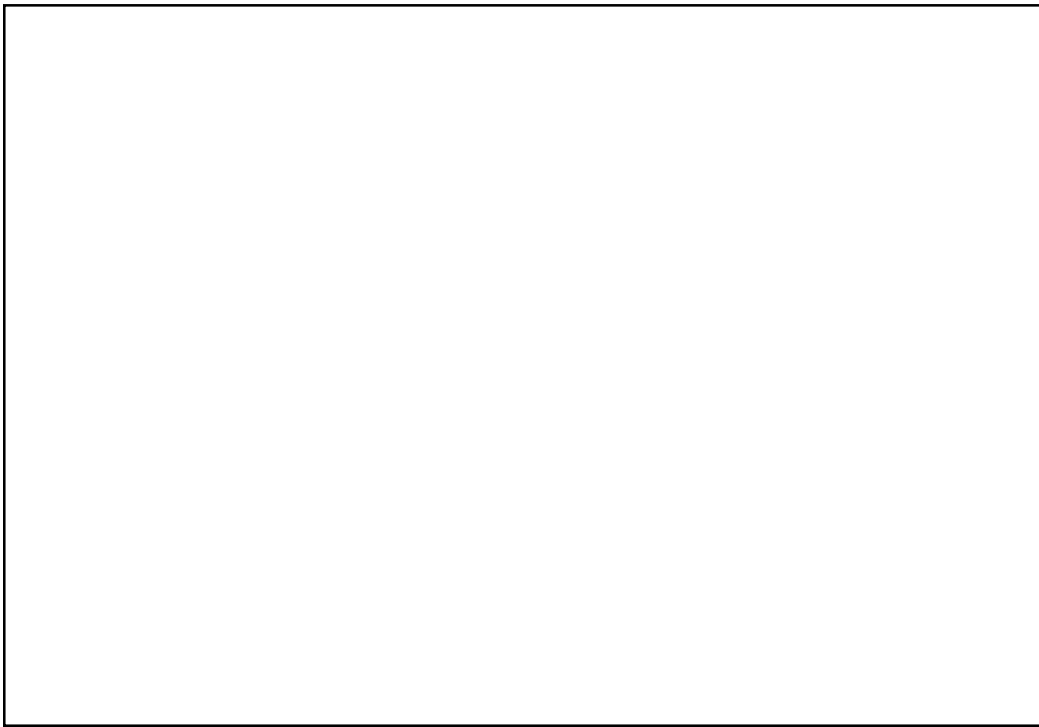
Once a youth is placed in a job, keep working with them to keep them employed. The Youth Opportunity legislation specifies a minimum of two years of follow-up. Many youth will require two, three, or four job placements. This is not necessarily bad. It is part of youth development. The Houston Youth Opportunity pilot site has made roughly 600 initial placements, and over 350 repeat placements. Encourage youth to come back to you after they have lost or quit a job. But try to impress on youth not to quit a job casually. The Houston project sometimes requires youth to complete a community service project in order to earn a second placement after quitting a job.

Native American and some rural grantees may have very limited private sector jobs available, and these programs will need to rely more on youth development, education, and work experience placements in YouthBuild and conservation corps.

## EXAMPLES OF POSSIBLE YOUTH OPPORTUNITY OUT-OF-SCHOOL INITIATIVES

- pre-employment training emphasizing the development of positive social behaviors (the New Basic Skills) and then job placement, with long-term follow-up by case managers;
- a new alternative school started in partnership with the public school system, using average daily attendance funds as a match;
- a vocational training program modeled after the Center for Employment Training (CET) (408-294-7849) in San Jose, California;

- a pre-apprenticeship program to train and place youth in construction or other trades;
- training programs to get youth interested in non-traditional occupations;
- on-the-job training with local employers;
- a YouthBuild construction training program (617-623-9900);
- a Youth Conservation Corps (National Association of Service and Conservation Corps, 202-737-6272);
- a work/study program started by the local community college;
- offering incentives to youth for completing education or training;
- remedial education, ESL, and GED courses, including those that lead to regular high school diplomas;
- expanded work-based learning opportunities for high-school youth, and 2+2+2 educational programs that link two years of course work in high school to two years of related instruction in community colleges and two additional years of instruction at four-year colleges;
- the Federal Bonding Program to cover job applicants, such as youth without prior work history, who employers may otherwise consider too much of a risk to hire (888-266-3562).





## IN-SCHOOL YOUTH PROGRAM

A target area with a population of 50,000 will have perhaps 6,000 youth ages 14 to 21, and about 3,000 of these youth will be attending high school. A fair proportion of these 3,000 youth will be doing fine in school and will not be at risk of dropping out, and thus will not need intensive case management services from your program. Still, there will probably be about 2,000 in-school youth in your target area who could benefit from a combination of long-term individual attention and group activities such as community service, sports and recreation, college bound efforts, and cultural activities.

Your grant funds will not be sufficient to provide highly intensive services to all 2,000 at-risk in-school youth in your target area, and so Youth Opportunity in-school programs will probably need to be a combination of the Quantum Opportunity, CollegeBound, and Futures programs. All three of these programs will work out best if you have staff located right at the target high schools, and a first step in setting up these programs will be to reach agreements with high schools for office space.

You will have about 15 case managers to work within your in-school component if you have an \$7 million grant, or three teams of five case managers if you decide to focus attention on three high schools.

### QUANTUM OPPORTUNITY PROGRAM

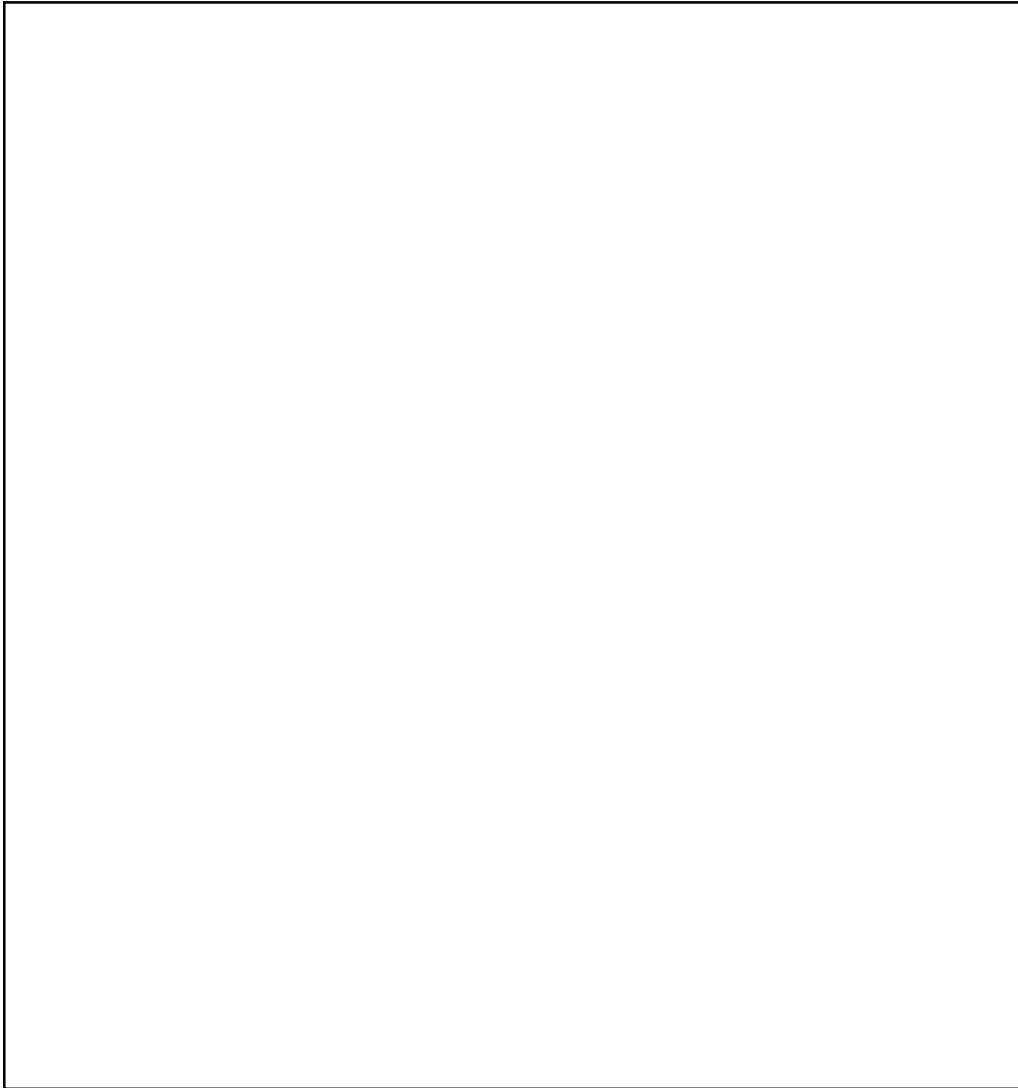
The Quantum Opportunity Program (QOP) combines entering ninth graders into groups of about 20 youth, and these youth stay with the same QOP counselor for all four years of high school. QOP students are provided with a variety of academic remediation, community service, cultural awareness, and college bound activities.

Key features of the program include home visits by QOP counselors, tours of college campuses each year, and the bonding that occurs both between the students and the counselors and among the students themselves in each QOP group. You will not have enough case managers to support a QOP intervention for all 2,000 at-risk high students in your area, but you may wish to use perhaps six of your 15 in-school case managers to set up a QOP program for about 120 highly at-risk ninth graders. Information on the Quantum program can be obtained from Ben Lattimore or Debbie Scott at Opportunities Industrialization Centers (OIC) of America (215-236-4500).

### FUTURES PROGRAM

The Futures program is a somewhat less intensive version of QOP. A team of Futures counselors is located at each target high school, and these counselors work towards keeping youth in school and having the youth go on to higher education. Students receive tutoring, incentives such as pizza parties for good attendance and good grades, chances to participate in community service, summer jobs, and help in applying for college and financial aid.

A key feature of Futures is a remediation program during August for entering ninth graders. This program is held at the high school that the students will be entering, and it gives students a chance to familiarize themselves with their new teachers and new school while brushing up on math and reading skills they will need in high school. Information on the Futures Program is available from the City of Baltimore's Office of Employment Development (410-396-1910).



# YOUTH DEVELOPMENT PHILOSOPHY, PRINCIPLES, PRACTICES, AND PROCEDURES

*Youth development is a process of moving from less mature to mature ways of thinking, feeling, and acting. This process often happens very unevenly and with great difficulty. This is especially true of youth growing up in disadvantaged communities.*

Youth development is a process which young people enter adulthood. All youth have the same basic developmental needs and they all attempt to meet these needs. Their needs are for:

## Youth Developmental Needs

- < Safety and structure
- < Belonging and membership
- < Self-worth and the ability to contribute
- < Self-awareness and the ability to reflect and assess
- < Independence and control over their life
- < Closeness with at least one adult
- < Competence and mastery.

Youth Development emphasizes that young people are not a collection of problems that need to be fixed. They need supports and opportunities. Supports are things done with young people. This is different than services, which are things done to young people. Programs are usually known for the services they deliver and not the supports they offer.

Youth development is then a dual focus on meeting needs and building competencies. It is helping young people demonstrate abilities for adulthood. These abilities are:

- the ability to act in ways to ensure their best current and future health
- the ability to cope with positive and adverse situations
- the ability to develop and effectively use critical thinking skills
- the ability to gain the functional skills for employment and choosing a career
- the ability to work with others and sustain positive relationships
- the ability to respect the diverse backgrounds of others.

## OPERATING A CENTER WITH YOUTH DEVELOPMENT PRINCIPLES

Creating a positive environment for youth is critical to the success of your program. The environment you create in the program between youth and staff in engaging youth to meet their needs should be one of:

- high expectations
- clear rules and regulations
- opportunities for input
- caring relationships among youth and staff.

Your Programs are environments where young people learn to grow up. Supporting the process of growing up is your job. This is done through the various activities you provide.

These activities should:

- Be age-appropriate and challenging in content.
- Actively engage youth in the learning process.
- Be delivered by knowledgeable staff.
- Be sensitive to all aspects of diversity.
- Effectively use space and have adequate materials.

- Be clear about outcomes and committed to continuous improvement
- Involve youth in decisions
- Be intense enough to make a difference

## SELECTING STAFF

Recruiting staff to work with youth is a challenging process. Many people enter the field of youth work from other careers, for personal reasons to assist youth or from related professions such as social work. You can find staff in the following ways:

### Staff Recruitment Methods:

- Newspapers
- Word-of-mouth
- Colleges
- Postings at community agencies and businesses
- Internet
- Professional associations

You need a marketing strategy to find staff. Emphasize the rewards of the work, opportunity to make a difference, flexible hours, and skills they can build for other careers. Develop a recruitment ad that is attractive and is professional looking.

During the selection stage, try to do some group interviews. Your staff will often have to deal with groups of young people. The ability to work in groups is hard to judge in a one-to-one interview. Write up a situation involving a group activity with young people. Make copies and give it out to the interview group. Have them read it and then have a “mock” staff meeting. See how they observe group dynamics and how they see different dimensions of the problem. Have some other staff act as observers and provide you with feedback on the candidates.

## TRAINING YOUR STAFF

In training staff, you should try to assist them in surfacing assumptions about their own attitudes toward youth and how these attitudes impact on their work. For example, you can put up on newsprint a statement “Young people have it easier today than I did!” On other newsprint you can have different signs that state, “ Strongly Agree”, “Strongly Disagree”, “Tend to Disagree” and “ Tend to Agree.” Have them walk to the sign that most reflects their attitudes. Have them discuss this among themselves.

New staff should keep a journal of their experiences working with youth. Have them write each week about a young person they have worked with. You can structure this with having them write about their feelings and actions that they took. Also have them reflect on the young person’s needs. Use the tool in supervision as a foundation to build confidence and self-reflection skills.

Assessments of the performance of youth workers should incorporate the following criteria:

- Knowledge of youth developmental stages
- Ability to facilitate groups
- Ability to motivate and engage young people
- Knowledge of the community
- Ability to communicate
- Ability to deal with conflicts
- Honesty
- Sense of humor
- Knowledge of Services, and educational and career options
- Non-judgmental approach to serving youth.

# REACHING HARD-TO-SERVE YOUTH

Youth who are considered “hard-to-serve” often can be the most interesting and rewarding participants to work with. To understand them and to serve them is difficult as they do not readily seek or want help.

## SOME FRAMEWORK TO UNDERSTAND THEIR NEEDS

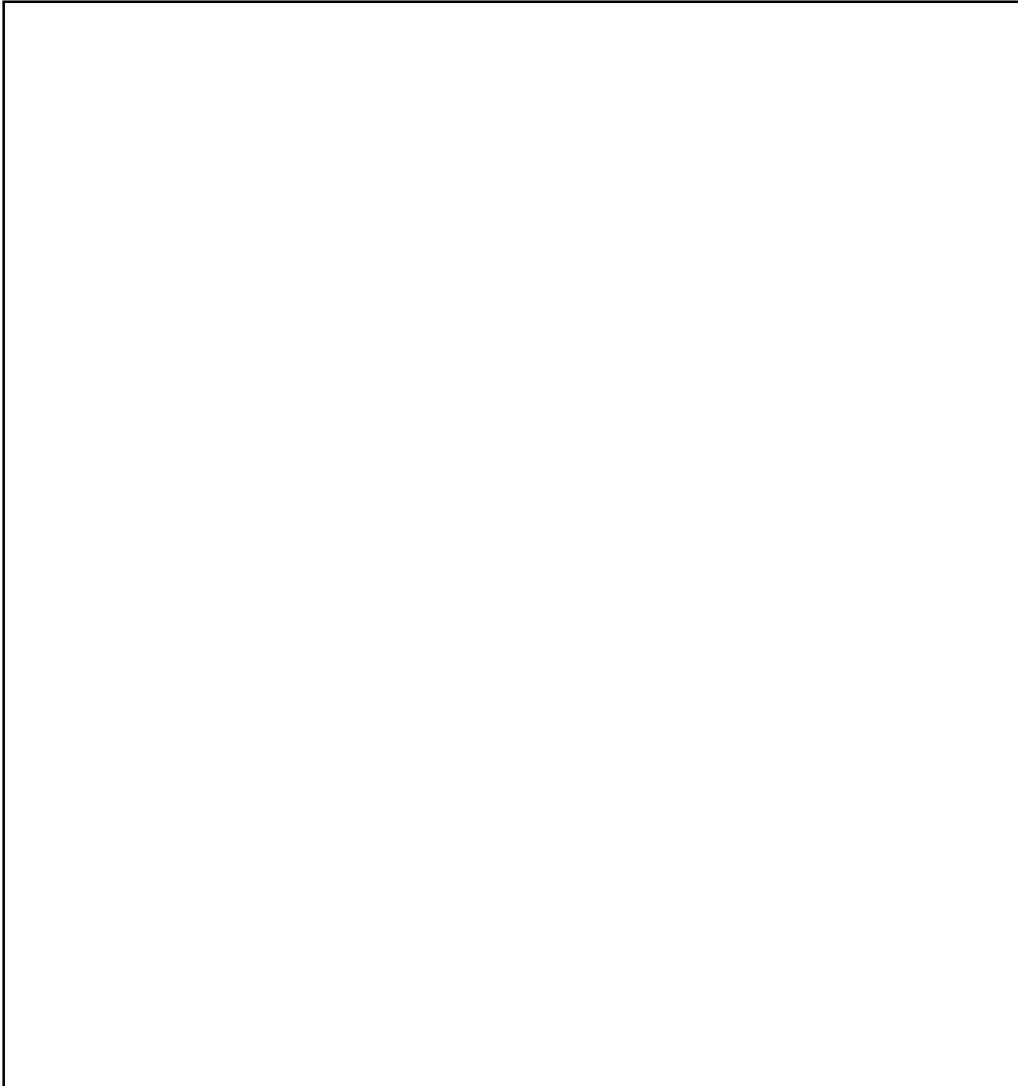
1. They view adults who are in the helping professions as dealing with them around problems or controlling their behavior. They are not used to adults who are interested in providing support to them. Most of the helping professions they have come in contact with are social workers, counselors, truant officers, etc. You need to be conscious of how they view you and your program offering.
2. They are not prone to go into a building or seek help from anyone. Any environment like this reminds them of past failures.
3. They are distressed about their communities. They don't think the society can provide them with anything that can make contribute to a positive fixture.
4. They only listen to their peers.

## WHAT YOU CAN DO

- Work with hard-to-serve youth outside of your program by deploying staff at places that youth congregate.
- Identify other young people who are

participating in your program and ask them to speak about their positive experiences.

- Sensitize your staff to working with them by helping staff understand their needs and setting realistic expectations for working with them.
- Develop activities that are specifically designed for them during non-traditional hours and involve the peer groups.
- Follow through with them on anything you agree to do. This is a benchmark for their evaluation of you and your program.
- Identify staff who feel comfortable in working in non-traditional settings with youth. Hard-to-serve youth often gravitate to adults who seem genuinely concerned about them but also understand what they are going through.
- Have each youth be assigned to one of your staff who will be the “primary person” to that youth throughout their stay in the program. All of your staff including managers and clerical workers can serve as primary persons.
- Have your staff call each youth at home during the evening for the first few days in the program.
- Have your staff make home visits to youth as much as possible. Follow-up calls can often be made on Saturday mornings when youth are typically home watching television.
- Have new enrollees make a video describing their lives and then show it to the rest of the class. These are often very moving and help build camaraderie.
- Have realistic outcomes for the services that you provide them.
- Be patient.



# INVOLVING YOUTH IN DECISIONS

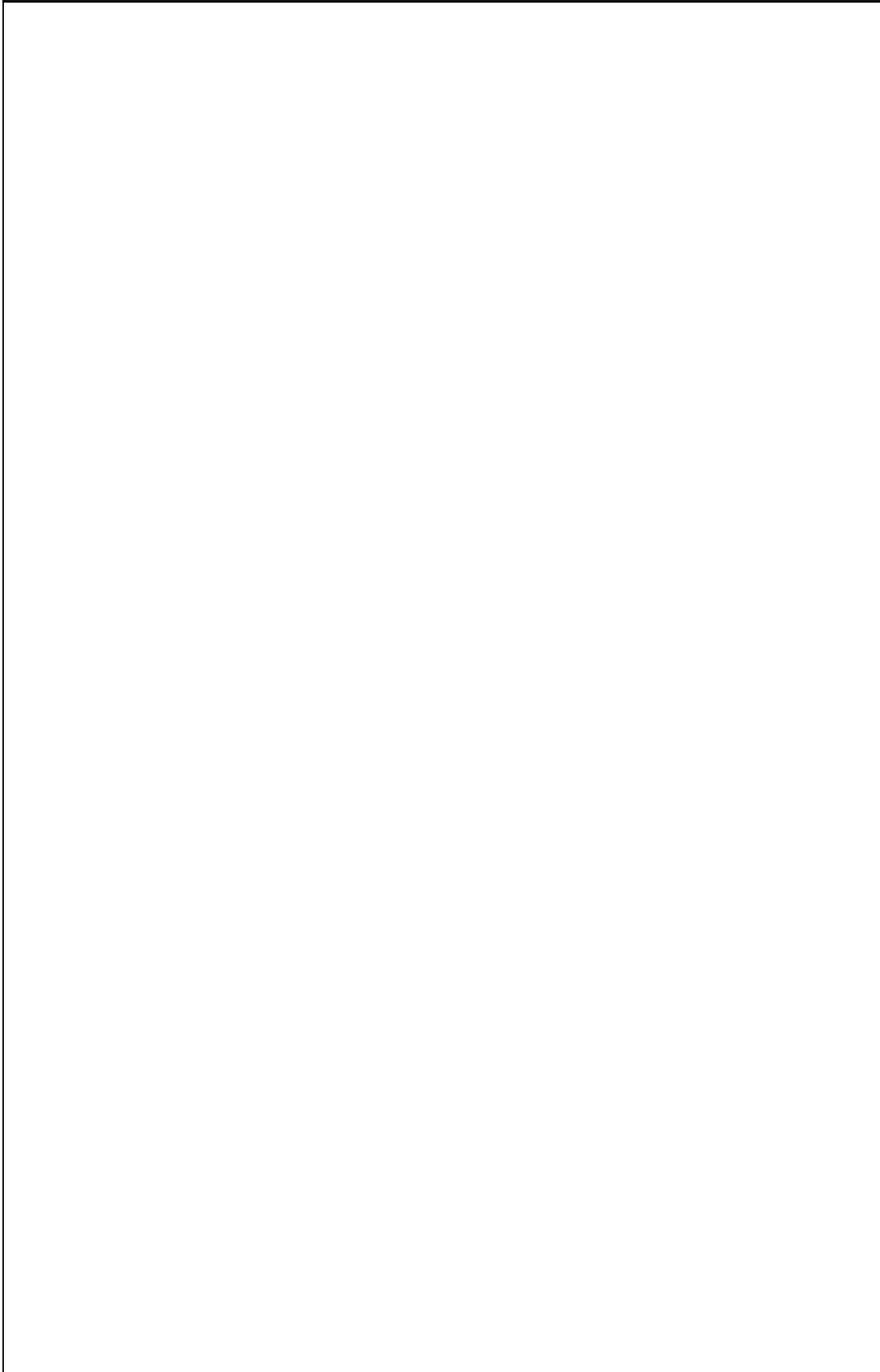
Develop a strategy to meaningfully involve youth in your program in decision-making and assisting their peers. It is always important to understand how a young person views you and your program. Their ideas can contribute significantly to your success and legitimize what you are doing in the community with other youth.

## WHAT YOU CAN DO

- Set up a youth advisory council at the beginning of the program.
- Select a range of youth by age and representation in your activities.
- Conduct team-building activities with them to strengthen their relationships with each other and with staff.
- Listen to what they think is important.
- Develop a plan of action, with goals and milestones for things they want to do.
- Have a “pep rally” type of atmosphere to keep them motivated and feeling special.
- Identify outcomes you want for them and your program. (Example: increased decision-making skills for youth council members and increased enrollments of referrals by youth council members to the program).
- Take them seriously. Provide consistent staff support and don’t cancel any meetings scheduled with them unless there is an emergency!
- Provide enrollees with a photo ID card so that youth feel that they are part of an organization.
- Have youth serve as greeters in your lobby for other youth entering your program.
- Have days in which enrollees cook lunch for each other, using food as a way to bring youth of different cultures together.

## ACTIVITIES YOUTH CAN DO

- Community Youth Mapping- a process in which young people canvass their community in search of caring adults, places to go and things to do. (Contact: Center for Youth Development-Raul Radcliffe, 202-884-8267).
- Represent the organization at meetings.
- Develop activities for new programs.
- Plan trips.
- Setting the rules and regulations for the program.
- Develop and oversee small budgets.
- Counsel other youth.
- Conflict mediation for other youth.





# SPORTS AND RECREATION

Sports and recreation programs serve two functions in Youth Opportunity programs—first, they serve as a bridge to youth being engaged in other positive activities and achieving self-confidence; and second, they help recruit into the program highly at-risk youth who otherwise may never be reached. We expect that each Youth Opportunity site will run two separate sports and recreation programs—one for children 13 years-old and under paid for by other sources of funds, and the other for youth 14 years-old and up which can be paid for out of DOL grant funds.

All communities will currently have some ongoing sports and recreation programs for youth, but this grant should move existing programs to a new level of reaching large proportions of children and youth in the target area. The city or county Parks and Recreation Department will be your main ally in developing and expanding sports programs, but you can also be working with public schools, YMCAs and YWCAs, the Police Athletic League, Boys and Girls Clubs, Boy Scouts and Girls Scouts, and other community-based and faith-based organizations.

## SPORTS LEAGUES

Rather than one-day events, we are particularly interested in you developing leagues in various sports that will allow large numbers of children and youth to participate in ongoing sports activities. Such leagues should be developed for children and youth of various age ranges and for both boys and girls. You should plan to set up leagues in various sports over the course of each year such as soccer, baseball, basketball, softball, flag football, and volleyball. You can also provide ongoing lessons in individual sports, such as golf and tennis. We also expect sites

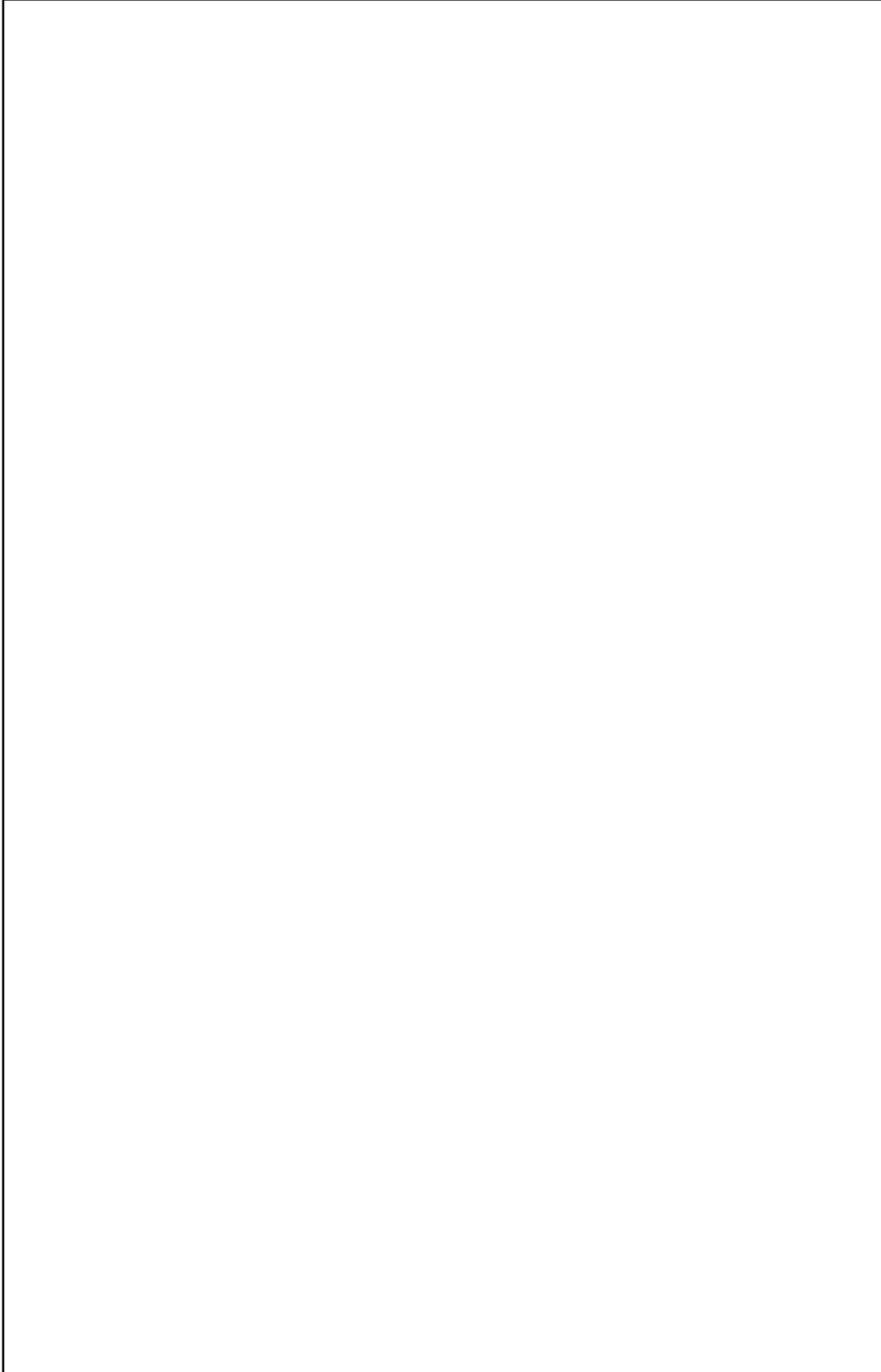
to develop classes in dance, and perhaps to develop a community dance troop, chorus, band, or orchestra.

The main constraint to developing or expanding sports programs in your target area will be a limited number of playing fields and gymnasiums. You will need to find ways of opening new playing fields in the target area. You can work with the school district to open up playing fields at middle schools and high schools in the target area after school hours and on weekends. This may require paying for insurance or hiring additional security staff. Grant funds can be used to develop new playing fields in abandoned lots. You should aim to develop as many fields as possible because the closer fields are to homes of children and youth, the more likely that youth will participate.

You will need to assign at least one staff person to work full-time developing sports and recreation programs. You should aim to get parents and community residents involved as coaches, umpires, and referees in sports leagues and as instructors and chaperones for dance classes and troops. Students at local colleges may also be willing to serve as coaches. Local businesses can be asked to sponsor teams and pay for uniforms,

## AFTER-SCHOOL RECREATION

LA's Best after-school program (213-847-3681) provides a variety of academic, cultural, and sports and recreation programs for children and youth. YMCAs, YWCAs, and Boys & Girls Clubs also typically run extensive after-school programs. Programs for children under age 14 cannot be funded out of the DOL grant, but we expect sites to develop such programs using other sources of funds.



## COMMUNITY SERVICE ACTIVITIES

A study funded by the Mott Foundation and Reader's Digest Fund of the Teen Outreach Program showed that teenage girls participating in community service projects have half the pregnancy rate as young girls not participating in community service. The study also found that both teenage girls and boys involved in community service have lower rates of failing courses in high school.

DOL expects that all Youth Opportunity projects will have strong community service components. We expect that sites will have separate community service coordinators for their in-school and out-of-school programs. DOL will provide technical assistance to sites to help them develop community service projects.

In the Teen Outreach Program studied by the Mott Foundation and the Reader's Digest Fund, high school students are placed in volunteer activities that match their interests. Some work as aides in hospitals and nursing homes, some tutor younger children, some help at homeless shelters, and others engage in events such as walkathons. Some examples of community service projects—some appropriate for out-of-school youth, some for in-school youth, and some for both—include the following:

- high school students serve as tutors in an ongoing after-school program for elementary and middle school youth;
- youth hold a clothing drive for homeless persons, or serve in soup kitchens;
- youth clear an abandoned lot to serve as a playground or a playing field for neighborhood children;
- youth participate with a local outdoors group to maintain a section of trails in

nearby forests;

- youth participate with local agencies to help organize walkathons or races within the target area for charitable causes.

There are a variety of local groups that sites can coordinate with in developing community service projects for youth. Such groups include local chapters of the Red Cross, Appalachian Trail Club, Sierra Club, Boy Scouts and Girl Scouts, AmeriCorps, Lions Club, college fraternities and sororities, and local faith-based organizations.

DOL expects that Youth Opportunity enrollees will sign participant agreements describing mutual responsibilities of program staff and enrollees, and that requirements include participation in community service.

We are also hoping that Youth Opportunity sites will work with their local juvenile justice system to develop alternative sentencing programs in which first-time youth offenders are assigned to community service and victim restitution projects.

Additional ideas on community service projects for youth can be obtained from Youth as Resources (YAR) at 202-261-4131. Their web site is [www.yar.org](http://www.yar.org).



# MARKETING TO EMPLOYERS

Marketing your participants to employers involves thinking through several issues that affect the employability of youth. This is what employers generally say about young workers:

- They have poor attitudes toward work.
- They believe excuses redeem any failing.
- They dress inappropriately for work.
- They treat supervisors with disrespect.
- They are over-concerned that they get respect themselves.
- They have inflated expectations.
- They lack interpersonal skills.

So keep a perspective. Until a young worker reaches 25 years old, employers will not invest a whole lot of training and effort in their development. Employers don't think that young people will stick around. Young people themselves demonstrate this. They go in and out of the labor market, go to the armed forces, go to school and dropout for awhile. There is nothing wrong with this. Young people are searching for what they can do. It takes time. We don't place these demands on their same age cohorts who are in college. Your job is to keep them connected to work and other institutions that can support this process of finding their way.

## MARKETING AND SALES STRATEGY

Marketing problem: How do you re-frame young people as competent in order to secure a job?

- Develop a way to "pitch" for your participants. Pitching is the ability to persuade others to your own point of view.

- Understand the psychology of the individual decision-maker in the company.
- Understand the psychology of the company. Is this a company where young people could work?
- Role-play overcoming objections. Conduct a simulation where staff are job developers pitching a candidate on the phone or across the table from an employer. Videotape the activity and provide feedback.
- Differentiate yourself from your competitors. Send follow-up thank-you cards to demonstrate your regards to the employer for a meeting.
- Develop attractive materials that look professional and are simple to read to promote your program.



## QUALITIES THAT COUNT WITH EMPLOYERS

In a survey of 3,000 employers nationwide conducted by the U.S. Census Bureau, employers were asked "When you consider hiring a new non-supervisory or production worker, how important are the following in your decision to hire?"

The following are the responses, with factors ranked on a scale of 1 through 5, with 1 being not important or not considered, and 5 being very important:

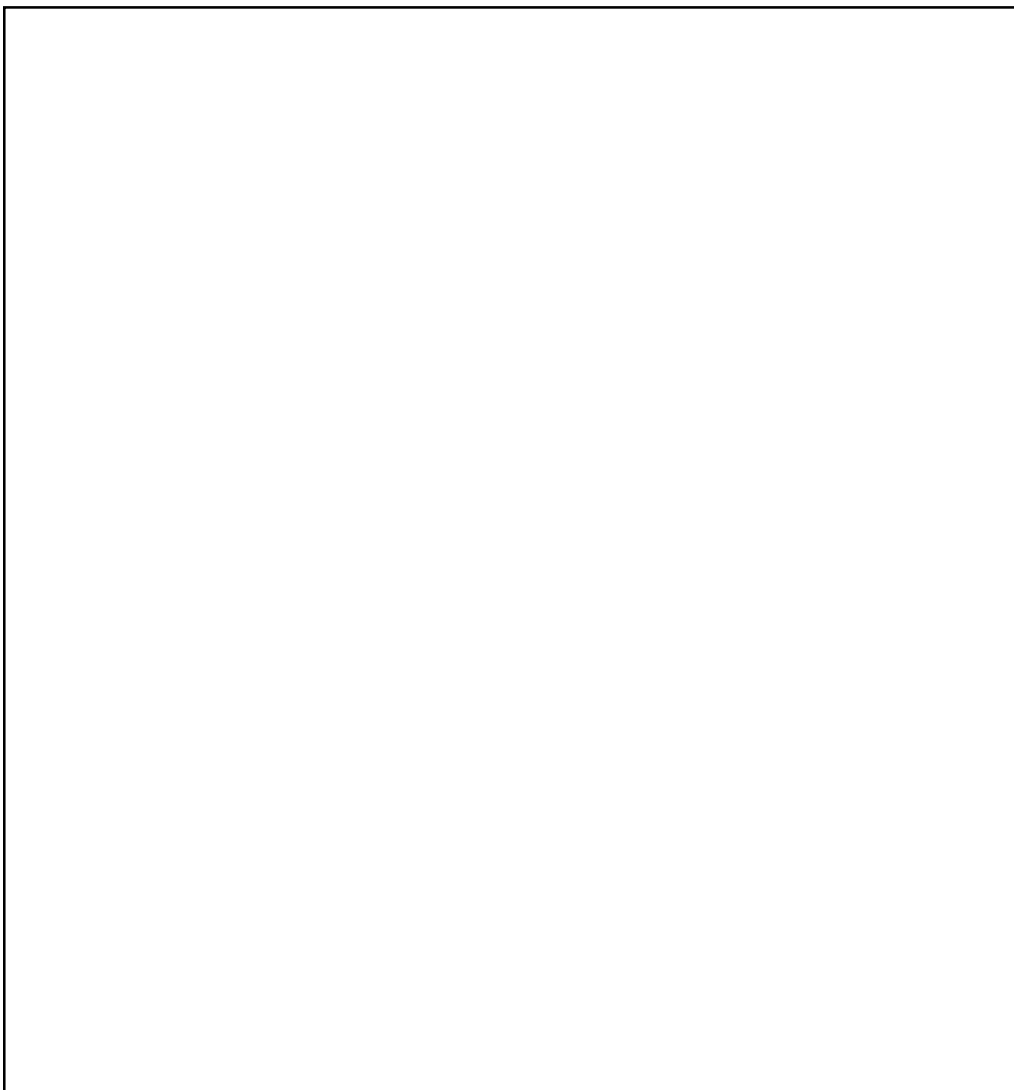
Attitude	4.6
Communication skills	4.2
Previous work experience	4.0
Employer recommendation	3.4
Industry-based credentials	3.2
Years of school completed	2.9
Test scores during interview	2.5
Grades in school	2.5
School reputation	2.4
Teacher recommendations	2.1

- Use video cameras to let youth practice job interviews, improve their communication skills, and to role-play dealing with difficult bosses at work.
- Have a bank of telephones that youth can use to make job inquiries. Youth like to talk on the phone. Require that they make a certain number of calls to employers each day while they are searching for work. Post job listings from the newspaper in the phone bank. Have a staff person monitor the room to give youth encouragement while they are calling.
- Ask employers that you work with to send young successful staff persons to give workshops to your enrollees on how to make it in the business world.
- Take your enrollees on field trips to large employers, and let the employers observe which youth they may be interested in hiring. When a youth gets hired after such a field trip, make a big deal of this success to other youth.

## WHAT YOU CAN DO

Design your program to develop positive attitudes and self-confidence in your enrollees:

- Require youth to dress appropriately at your center. When they first enroll, provide them with dress shirts and blouses and ties. Also give them a gym bag in case they feel more comfortable dressing up after they get to your center.





# COLLEGE BOUND PROGRAM

You can use at least two of your in-school case managers to serve as college bound counselors. DOL will attempt to work out an agreement for these counselors to be trained at the CollegeBound Foundation in Baltimore. Your college bound counselors should be housed at the high schools in the target community. The counselors will have a variety of responsibilities, including:

- working with ninth and tenth graders to make sure that they are taking the necessary college preparatory courses and thinking about going to college;
- holding dinners and other after-school meetings with parents to make parents aware of opportunities for their children to attend college;
- taking youth on tours of college campuses;
- making sure 11<sup>th</sup> and 12<sup>th</sup> graders take PSAT, SAT, and ACT tests on time;
- making sure students apply for financial aid and submit college applications on time;
- working with local colleges to get students accepted and enrolled.

## CORPORATE COLLEGE BOUND SUPPORT

We also encourage sites to develop local public/private partnerships to develop an ongoing college bound enterprise similar to the CollegeBound Foundation (410-783-2905) in Baltimore. Major corporations in the city as well as the public sector fund Baltimore's CollegeBound Foundation.

Besides its staff of counselors, the Baltimore program also offers “last dollar” financial aid to students—the difference between available loans and scholarships available to each student and how much the student will need to attend college.

We also encourage major corporations in your site to offer guaranteed scholarships to students maintaining a certain grade point average and attendance level. For example, the Detroit Chamber of Commerce (313-596-0478) sponsors a program in which students with a B average or higher with a good attendance record are guaranteed a college scholarship, and students with a C average or higher with satisfactory attendance are guaranteed a job.

## IMPROVING STUDENT ACHIEVEMENT

We also encourage sites to use private sector tutoring firms such as Sylvan Learning Centers (800-338-2283, [www.educate.com/home.html](http://www.educate.com/home.html)), Score! Educational Services (949-363-6764, [www.score-ed.com](http://www.score-ed.com)), and Huntington Learning Centers (201-261-8400, [www.tutoringhlc.com](http://www.tutoringhlc.com)) to improve the achievement test scores of elementary, middle, and high school youth in the target area. DOL grant funds can be used to pay for tutoring for youth 14 years old and over, while other sources of funds can be used for younger youth.



# FOLLOW-UP OF PARTICIPANTS

Once you have successfully placed a young person on a job you need to follow-up with him or her to ensure they stay employed and can obtain additional supports they may need to make it. Follow-up is a distinct service and not just a staff member calling a young person periodically to chat.

## WHAT YOU CAN DO

- Think of follow-up as program. View your graduates as “alumni”.
  - Have scheduled events, making use of the leadership that emerges from the graduates to plan activities once they are in the job market.
  - Develop clear processes for your staff to track participants.
  - Start at the front-end of the program by sending a message to participants that you will “stick-with-them.” Get the phone numbers of friends, relatives, and neighbors.
  - Utilize technology to retain data.
  - Develop with youth a newsletter that keeps them connected to the program.
  - Identify retail businesses that can provide you with discounts for your participants if they shop at the stores.
  - Develop a plan to respond to the needs of your participants for further education, childcare, and supportive counseling.
  - Send them information about schools and jobs available to them, and structure your contacts with youth so this type of information is shared with them.
- Connect them to opportunities for advancement to a better a job.
  - Have former participants come back and speak to your current participants about their experiences.
  - Identify benchmarks for success for youth once they leave the program.
  - Celebrate their successes.



## PUBLIC SECTOR PARTNERS

To fundamentally improve the lives of youth growing up in your target area will require much more than the resources available under the Youth Opportunity Grant. In particular, you need the public school system as a partner. Just as banks are where the money is, schools are where the youth are. The local juvenile justice system, police, parks department, and community and four-year colleges all can be valuable partners.

### EXAMPLES OF POSSIBLE LOCAL COLLABORATIONS

- The school system commits to a major early intervention and dropout prevention program in the target area's elementary and middle schools, including home visits, such as operated by the Rheedlen Foundation (212-666-4163) in New York City.
- The Workforce Investments Board commits to use WIA adult formula funds and Welfare-to-Work funds for job training and placement in the target area, and to opening a One-Stop Center or satellite in the target area.
- The school system commits to starting an alternative school in the target community and to use average daily attendance funds as well as funds from this grant to operate the school.
- The mayor's office commits to starting a comprehensive after-school program for elementary and middle school youth in the target community similar to the LA's Best After School Program (213-847-3681) in Los Angeles.
- The city commits to using CDBG funds to renovate a building for the Youth Opportunity Center.
- The Parks Department and the school district jointly agree to develop new baseball and soccer fields in the target neighborhood and to open school playing fields after school so that a comprehensive sports and recreation program can be developed in the community.
- The Police Department commits to increase community policing in the target community and an expanded Police Athletic League in the area, and the juvenile justice system commits to a new alternative sentencing program for youth offenders in the target community.
- The city starts a new program to assist youth leaving foster care to make the transition to independence.
- The local school board authorizes the use of school buses for transporting youth that participate in after-school training and education programs. (Or an MOU with the local Head Start agency to use their vehicles during non-Head Start time).
- AmeriCorps commits to financing education awards for a certain number of youth in the target area.

## Checklist of Possible Partners

- One-Stop Centers
- the local public school system
- the EZ/EC Board
- nearby Job Corps Centers
- social service agencies
- Parks and Recreation
- the juvenile justice system
- the local Police Department
- the Police Athletic League
- health service agencies
- local charter schools
- community colleges
- four-year colleges
- local foundations
- Boys and Girls Clubs
- adult education programs
- YWCAs and YMCAs
- 4-H Youth Development Clubs
- Big Brothers/Big Sisters
- faith-based organizations
- community development corporations
- the cooperative extension of Land-Grant Universities

- the research and extension of Regional Rural Development
- CDBG funds
- Juvenile Justice gang prevention projects
- 21st Century Community Learning Centers
- Upward Bound programs
- The Children, Youth, and Families At Risk Program
- HUD's YouthBuild
- Welfare-to-Work formula and competitive grants
- School-to-Work local partnership activities
- child health and development programs
- AmeriCorps
- VISTA
- The National Guard's Community Learning and Information Network

# PRIVATE SECTOR COMMITMENTS

Private sector support is important to the success of your project. Seek specific commitments from corporations. Have corporations involved in the planning of your project from the beginning. Have your Workforce Development Board take the lead in developing corporate support for the project. If there is a consortium of major corporations in the city to address civic concerns, involve that group.

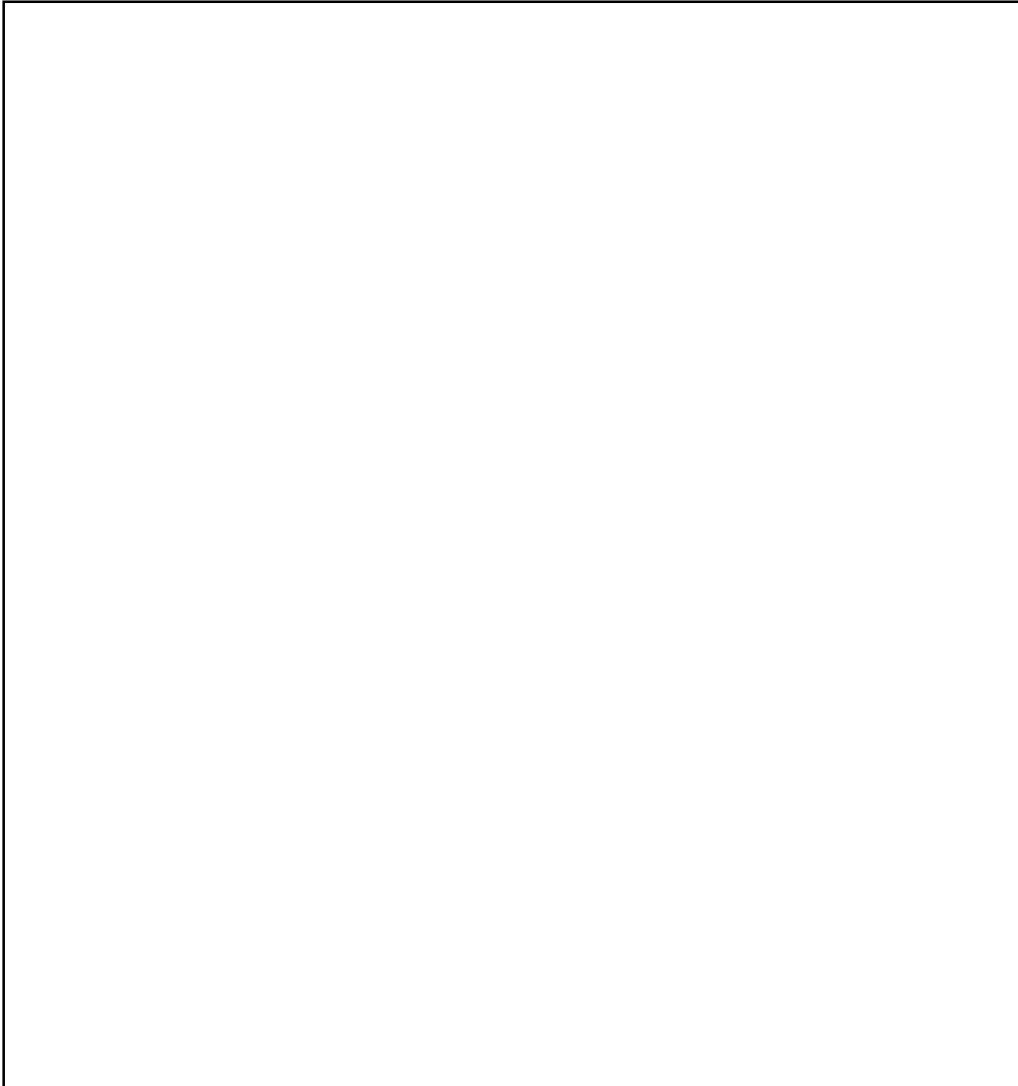
Consider having corporate sponsors for your project. Just as sports stadiums are now named after corporations, ask corporations to develop new playing fields in your target community, and name the field after the corporation.

DOL would like local corporations, community colleges, and four-year colleges to take on the challenge of increasing the college enrollment rate of target area youth. There are numerous ways local colleges and corporations could become involved in such an effort. Baltimore's CollegeBound Foundation is a partnership of major corporations and the public sector that provides counselors and financial aid to help inner-city youth enter college.

Local colleges could make special efforts to improve academic achievement among youth growing up in the target area and recruiting these youth to their campuses. There is precedent for geographic targeting of recruitment. Berea College serves youth from Appalachia; Alice Lloyd College serves youth from specific counties in Kentucky and Tennessee; and Brandeis University has a program guaranteeing acceptance to youth in certain neighborhoods in Boston who meet specified criteria.

## EXAMPLES OF CORPORATE SUPPORT

- a consortium of major corporations agrees to be partners in the project and assign a staff person responsible for coordinating work-based internships with target area high schools and identifying job openings within the corporations for target area youth.
- a firm agrees to be a corporate sponsor of the project and to make available its management expertise, advertising department, and other resources to the project.
- the local Chamber of Commerce guarantees college financial aid to youth meeting attendance and academic criteria.
- a corporation adopts a high school in the target community and agrees to provide school-to-work opportunities for students.
- a faith-based organization commits to finding mentors for 100 middle school youth in the target area.
- a university commits to providing 100 student volunteers for an after-school-tutoring program in target area elementary and middle schools.
- various community agencies commit to providing part-time jobs for youth in the target area.





# NATIVE AMERICAN YOUTH OPPORTUNITY PROGRAMS

Native American Youth Opportunity programs will have the same goals and objectives as urban and rural grants, but because of the limited number of private sector jobs available on Indian Reservations they will place relatively more emphasis on education, youth development, and work experience programs such as conservation corps.

## YOUTH OPPORTUNITY COMMUNITY CENTER

The center should be a well-situated place where youth can enroll, receive an individual assessment, develop their service strategy and meet with youth development specialists for referrals to job training, intensive placement, follow-up, job development, other youth programs, and other services. It should also be a place where there is access to program information, referrals, and other youth development activities. If there is a tribal college on your reservation, this may be the most appropriate place to have the center.

## CORE STAFF

Reservations with total Native American populations in the 5,000 to 12,000 range will have a core staff of 25 to 35 youth development specialists working with youth, with an even a larger core staff for a larger reservation, and less core staff in smaller reservations. Sites must hold steady the amount of grant funds for core staff throughout the five years of the grant, even though the overall grant funding will decline over time.

## PROGRAM ELEMENTS

20 CFR 664.410 lists ten elements that must be included in all local workforce investment area youth programs. These ten program elements can be grouped around four broad themes:

- (1) preparation for and success in employment (including summer jobs, paid and unpaid work experience, and occupational skills training);
- (2) improving educational achievement (including such elements as tutoring, study skills training, instruction leading to a high school diploma, alternative schools and dropout prevention);
- (3) Supports for youth (including meeting supportive service needs, providing mentoring and follow-up activities; and
- (4) services to develop the potential of youth as citizens and leaders (the concept of leadership and youth development).

In addition, as required under program design, these program elements should incorporate preparation for employment and/or post-secondary education; linkages between academic and occupational learning and connections to intermediaries for job development assistance.

## WORK EXPERIENCE COMPONENT

The grant requires providing work experience for youth. In particular, you may wish to establish either a Youth Conservation and Service Corps or YouthBuild program, or both of these. Conservation and Service Corps allow youth to work on community service and environmental projects. Information on such programs can be obtained from the National Association of Service and Conservation Corps (202-737-6272). Such programs can serve large numbers of youth, perhaps 100 at a time. The California Conservation Corps (916-324-4785) is probably the best example of such a program. YouthBuild (617-623-9900) teaches construction skills to enrollees while they rehabilitate houses and public buildings.

## CAREER DEVELOPMENT COMPONENT

Native American Youth Opportunity programs should add new or expanded fields of study at the tribal college or community college that would allow youth to get a college degree yet still return to work on or near the reservation if they so chose. For example, youth getting degrees in forestry and conservation would be able to find work for federal land management agencies near their reservation if they so chose. Youth Opportunity Grants offer a chance to link new fields of study in forestry and land management with efforts to have the reservation become involved in land preservation and conservation. One example of tribal involvement in conservation is the work done by the Department of Resource Preservation in the Pueblo Jemez. Youth Opportunity Grants also offer a chance for linkages with state universities in which youth would take the first and possibly second years of study at the tribal college and then move on to the state university to complete the degree. These grants also can be used to

develop links between land grant extension services at State universities and tribal colleges that could increase the number of jobs near the reservation in land conservation.

## JOB TRAINING COMPONENT

Youth Opportunity Grants are also to provide vocational training or on-the-job training in occupations in demand on or near the reservation. For example, job training could be provided in health professions or construction. DOL encourages coordination with the Bureau of Indian Affairs and nearby federal and State land management agencies to provide on-the-job training or work experience slots. There should also be links to nearby Job Corps Centers for vocational training.

## YOUTH DEVELOPMENT COMPONENT

DOL expects that youth development will be a key part of Native American Youth Opportunity Grants. Youth development can include community service, UNITY (405-236-2800) leadership development activities, and sports and cultural programs. Some examples of possible youth development activities include the following. Youth development specialists from your core staff could serve as the staff for these programs.

- the forming of a UNITY Youth Council in which youth identify and carry out community service projects. For example, on one reservation, youth councils have repaired homes of elders, become Big Brothers and Big Sisters to elementary school youth, and helped the Forestry Department by serving as guides and tree planting.

- a leadership development program in which youth visit other reservations to learn about their culture and tribal governments; visit Washington, D.C. to learn about the national government; and tour the United Nations headquarters to learn about international conflict resolution;
- computer links to youth from other reservations and other exchanges and research projects with elders to help youth better understand the history and shared culture of the various Native American peoples;
- a community service project developed by UNITY in which youth help promote health on their reservation through a National Fitness Initiative;
- a comprehensive sports and recreation program, including baseball, basketball, and soccer leagues;
- a 4-H community service project in which older youth tutor younger youth; and
- an outdoors group in which youth participate in community service conservation projects, and also go on hiking, backpacking, cross-country skiing, and camping trips.

## COLLEGE BOUND PROGRAMS

DOL also sees efforts to reduce the dropout rate and increase college enrollment as critical to Native American Youth Opportunity projects. We are also interested in programs to better prepare youth for college so that they have a better chance of graduating once they get there. We are particularly interested in tribal colleges being involved in dropout prevention and college bound efforts, especially instances in which tribal colleges in turn are linked to State universities or other colleges. We would like to see dropout prevention efforts at the elementary, middle

school, and high school levels. Given the age restrictions on this grant, new dropout prevention efforts in elementary and middle schools will need to be paid for with other sources of funds. Dropout prevention and college bound programs you may wish to consider include the following. Youth development specialists from your core staff could serve as the staff for these programs.

- The Futures Program operated by the City of Baltimore's Office of Employment Development (410-396-1910) provides entering ninth graders with remedial education in August prior to starting high school; students receive various incentives throughout their four years of high school; and students have case managers who are stationed at their high school.
- The Rheedlen Foundation (212-666-4163) in New York City begins serving chronic truants in elementary and middle schools. Case managers make home visits to the families of these children, and attempt to work with parents and guardians to get children attending school regularly.
- The Opportunities Industrialization Centers (OIC) of America (215-236-4500) Quantum Opportunity Program combines entering ninth graders into groups of 20 or 25, and students stay with the same group and same youth worker throughout their four years in high school. Students participate in community service projects, receive remedial education and tutoring, make trips to college campuses and cultural events, and receive stipends and educational accrual accounts based on hours of participation.
- Sylvan Learning Centers (800-338-2283, [www.educate.com/home.html](http://www.educate.com/home.html)), Score! Educational Centers (949-363-6764, [www.score-ed.com](http://www.score-ed.com)), and Huntington

Learning Centers (201-261-8400, [www.tutoringhlc.com](http://www.tutoringhlc.com)) are for-profit firms that provide remedial education and tutoring. Their programs can be set up both within schools or after school.

- Baltimore's CollegeBound Foundation (410-783-2905) provides counselors to let students and their parents know about college, take students on visits to college campuses, make sure that students take the necessary courses to go to college, take SAT tests, and apply on time to colleges and for financial aid. The program also works with colleges to get youth accepted, and provides "last dollar" financial aid if scholarships and loans do not fully cover students needs.
- A program being developed by UNITY takes students on trips to visit major corporations in order to widen the occupational awareness and aspirations of youth.
- 2+2+2 Programs link courses in high school, community colleges, and four-year colleges to increase high school graduation and college enrollment rates. Such programs could be developed with tribal colleges and State universities.
- There are efforts in some communities to turn high schools into "high-technology schools" with the latest generation of computers and software and teachers trained in computer technology.
- Bridge projects help youth make the transition from grade school to middle school, middle to high school, and high school to college. Examples of bridges to college programs include the American Summer Bridge program operated by the University of New Mexico (305-277-2611), and similar programs at Arizona State University, Northern Arizona, Montana State, and Stanford.

The Tribal Institute for Business, Engineering, and Science also offers such a bridge program.

- The High Plains Rural Systemic Initiative funded by the National Science Foundation encourages youth to go into math and science careers, and similar efforts could be funded through this grant.
- Communities in Schools (703-519-8999) provide counseling and a variety of supportive services to in-school youth.
- State universities could form linkages with tribal colleges to guarantee admission to two-year graduates of tribal colleges; exchange professors; and share resources, research projects, and supportive services available to students.
- On reservations with State-funded public schools, the State could commit to additional resources for additional reading, math, and science teachers at the elementary, middle school, and high school levels.
- Summer Institutes could be set up at tribal colleges to give high school youth summer jobs, remedial education, and a chance to become familiar with college environments.

# SAMPLE YOUTH AGREEMENT

## I. Purpose

It is the purpose of this agreement to delineate the terms, conditions, and rules regarding participation in the Youth Opportunity program. All program directors and enrollees will be asked to sign this document signifying their understanding and agreement with its contents.

## II. Responsibilities of Program and Enrollee

The Youth Opportunity program agrees to provide each youth enrollee:

- (1) Intake and assessment services, and, where necessary, referrals to employability development services;
- (2) Assistance in finding initial employment, including job referrals;
- (3) Follow-up services, as necessary, to help the enrollee remain employed;
- (4) Limited financial assistance, as appropriate, for purchasing tools and equipment necessary for securing employment.

In turn, the Youth Opportunity enrollee agrees to:

- (1) Work hard when placed in a job or a training program to represent the program in a professional manner;
- (2) No unauthorized absences from work, school, or training;
- (3) No illegal drug possession or use during the stay in the program;
- (4) No involvement in any criminal activity during the stay in the program.

## III. Rules of Conduct

The following acts violate the program's rules of conduct and will cause suspension from the program:

- (1) Possessing or using illegal drugs while on the job;
- (2) Being under the influence of alcohol while on the job;
- (3) Being charged with or convicted of a violent felony or the sale, distribution, or possession of illegal drugs.

## III. Grievance Procedure

The enrollee understands that the program has a grievance procedure to resolve disputes concerning suspension, dismissal, or other issues.

## IV. Signatures

The enrollee and program officer hereby acknowledge by their signatures that they understand and agree to their responsibilities under this contract.

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Signature of Enrollee

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Signature of Program Director



# Sample Commitment for Youth Opportunity Centers

All Youth Opportunity Centers may wish to post a commitment to the community. Attached is a sample of such a commitment.

## The Boys & Girls Club of Richmond, VA, Inc. Promises to Provide...

### *Staff*

Who are friendly, fair, and courteous

Who are trained, dedicated, and professional

### Facilities

Which open and close on time and adhere to hours of operation

Which offer a safe, clean, and positive environment

### Programs

Which offer supervised, fun, and diverse activities

Which create an environment for learning

### Membership

To all eligible youth

That assures every Club member and his/her family will be treated with dignity and respect.





# ARE YOU A WORKING TEEN?

## WHAT YOU SHOULD KNOW ABOUT SAFETY AND HEALTH ON THE JOB

### COULD I GET HURT OR SICK ON THE JOB?

Every year about 70 teens die from work injuries in the United States. Another 70,000 get hurt badly enough that they go to a hospital emergency room.

Here are the stories of three teens:

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also teens may not receive adequate safety training and supervision. As a teen, you are much more likely to be injured when working on jobs that you are not allowed to do by law.

### WHAT ARE MY RIGHTS ON THE JOB?

By law, your employer must provide:

- A safe and healthful workplace.
- Safety and health training, in many situations, including providing information on chemicals that could be harmful to your health.

For many jobs, payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.

At least the Federal minimum wage of \$5.15 to most teens, after their first 90 days on the job. Many states have minimum wages which may be higher than the Federal wage, and lower wages may be allowed when workers receive tips from customers. (Call your state Department of Labor listed in the blue pages of your phone book for information on minimum wages in your state).

You also have a right to:

- Report safety problems to OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.

## WHAT HAZARDS SHOULD I WATCH OUT FOR?

<u>Type of Work:</u>	<u>Examples of Hazards</u>
Janitor/ Clean-Up	-Toxic chemicals in cleaning products -Blood on discarded needles
Food Service	-Slippery floors -Hot cooking equipment -Sharp objects
Retail/Sales	-Violent crimes -Heavy lifting
Office/Clerical	-Stress -Harrassment -Poor computer work station design

## IS IT OK TO DO ANY KIND OF WORK?

NO! There are laws that protect teens from doing dangerous work.

### No worker under 18 may:

Drive a motor vehicle as a regular part of the job or operate a forklift at any time.  
Operate many types of powered equipment like a circular saw, box crusher, meat slicer, or bakery machine.  
Work in wrecking, demolition, excavation, or roofing.  
Work in mining, logging, or a sawmill.  
Work in meat-packing or slaughtering.  
Work where there is exposure to radiation.  
Work where explosives are manufactured or stored.

### Also, no one 14 or 15 years old may:

Bake or cook on the job (except at a serving counter).  
Operate power-driven machinery, except certain types which pose little hazard such as those used in offices.  
Work on a ladder or scaffold.  
Work in warehouses.  
Work in construction, building, or manufacturing.  
Load or unload a truck, railroad car, or conveyor.

Are There Other Things I Can't Do?

YES! There are many other restrictions regarding the type of work you can and cannot do.

If you are under 14, there are even stricter laws to protect your health and safety.

States have their own child labor laws which may be stricter than the federal laws.

Check with your school counselor, job placement coordinator, or state Department of Labor to make sure the job you are doing is allowed.

### WHAT ARE MY SAFETY RESPONSIBILITIES ON THE JOB?

To work safely you should:

Follow all safety rules and instructions.

Use safety equipment and protective clothing when needed.

Look out for co-workers.

Keep work areas clean and neat.

Know what to do in an emergency.

Report any health and safety hazard to your supervisor.

### SHOULD I BE WORKING THIS LATE OR THIS LONG?

Federal child labor laws protect younger teens from working too long, too late, or too early. Some states have laws on the hours that older teens may work.

This following shows the hours 14- and 15-year-olds may work. (There are exceptions for students in work experience programs.)

#### Work Hours for 14 and 15 year-old Teens:

- Not before 7 a.m. or after 7 p.m. between Labor Day and June 1
- Not during school hours
- 7 a.m. - 9 p.m. between June 1 and Labor Day

#### Maximum Hours When School Is in Session:

- 18 hours a week, but not over:
- 3 hours a day on school days
- 8 hours a day Saturday, Sunday, and holidays

#### Maximum Hours When School Is *not* in Session:

- 40 hours a week
- 8 hours a day.

### WHAT IF I NEED HELP?

Talk to your boss about the problem.

Talk to your parents or teachers.

For a Hazard Alert on preventing injuries and deaths of adolescent workers or for information on specific workplace hazards, contact NIOSH at 1-800-35-NIOSH (1-800-356-4674) and ask for Report #95-125 or visit the at <http://www.cdc.gov/niosh/homepage.html>

For more information on working safe, visit the Department of Labor web site at or call your local Wage and Hour Office (under Department of Labor in the blue pages of your local telephone book).

If necessary contact one of these government agencies. (Phone numbers can be found under Department of Labor in the blue pages of your local telephone book).

OSHA -- to make a health or safety complaint.

Wage and Hour -- to make a complaint about wages, work hours, or illegal work by youth less than 18 years of age.

Equal Employment Opportunities  
Commission -- to make a complaint  
about sexual harassment or  
discrimination.

You have a *right* to speak up!

It is illegal for your employer to fire or punish  
you for reporting a workplace problem.

This was prepared by the UC Berkeley Labor Occupational Health Program under a cooperative agreement from the National Institute for Occupational Safety and Health (NIOSH). It has been modified by NIOSH to be applicable to other states. For the original document which was developed for California, please call 510-642-5507. For more information on working teens or for information on specific workplace hazards contact NIOSH at 1-800-35-NIOSH or visit the [NIOSH Home Page](#).

DHHS (NIOSH) Publication No. 97-132

# YOUTH OPPORTUNITY GRANTS CONTACTS

## DOL YOUTH OPPORTUNITY STAFF:

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Kentucky: Kay Morris	606-387-7888
Los Angeles: Paula Minor	323-789-2730
Oakland: David Meiland	510-251-3812
San Diego: Robert Lewison	619-266 3600

## SELECTED MODEL YOUTH PROGRAMS:

Big Brothers/Big Sisters	215-567-7000
Boys and Girls Clubs	804-815-5700
California Conservation Corps	916-324-4785
CollegeBound Foundation	410-783-2905
Center for Employment Training	408-287-7924
Communities in Schools	703-519-8999
Dances with Opportunity	520-628-1916
Futures Program	410-396-1910
High/Scope	313-485-2000
Huntington Learning Centers	201-261-8400
Job Corps	202-219-8550
Jobs for the Future	617-728-4857
Jobs for America's Graduates	703-684-9479
LA's Best After School	213-847-3681
MotherNet Home Visitors	703-444-4477
New Ways Workers	415-995-9860
Quantum Opportunity	215-236-4500
Rheedlen Foundation	212-666-4163
STRIVE	212-360-1100
Sylvan Learning Centers	800-338-2283
SCORE! Learning Centers	949-363-6764
Upward Bound	202-502-7600
WAVE	800-274-2005
Youth as Resources	202-261-4131
YouthBuild	617-623-9900
Unity	405-236-2800